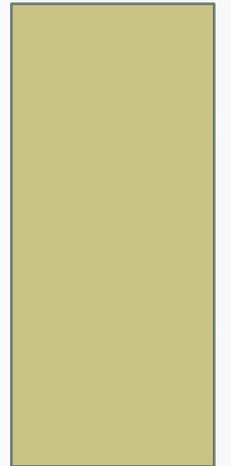


TEACHING STUDENTS WITH DISABILITIES

NOAH VAN HORN, M.S., NCSP
PBIS COACH
SCHOOL PSYCHOLOGIST



AGENDA

- ❖ Teaching students with disabilities
 - ❖ Classroom changes
 - ❖ Accommodations/modifications
- ❖ Why students engage in problem behavior
 - ❖ Main functions/motivations of problem behavior
 - ❖ The difference between attention maintained and escape maintained behavior
 - ❖ The role of the teacher



Wrong pH

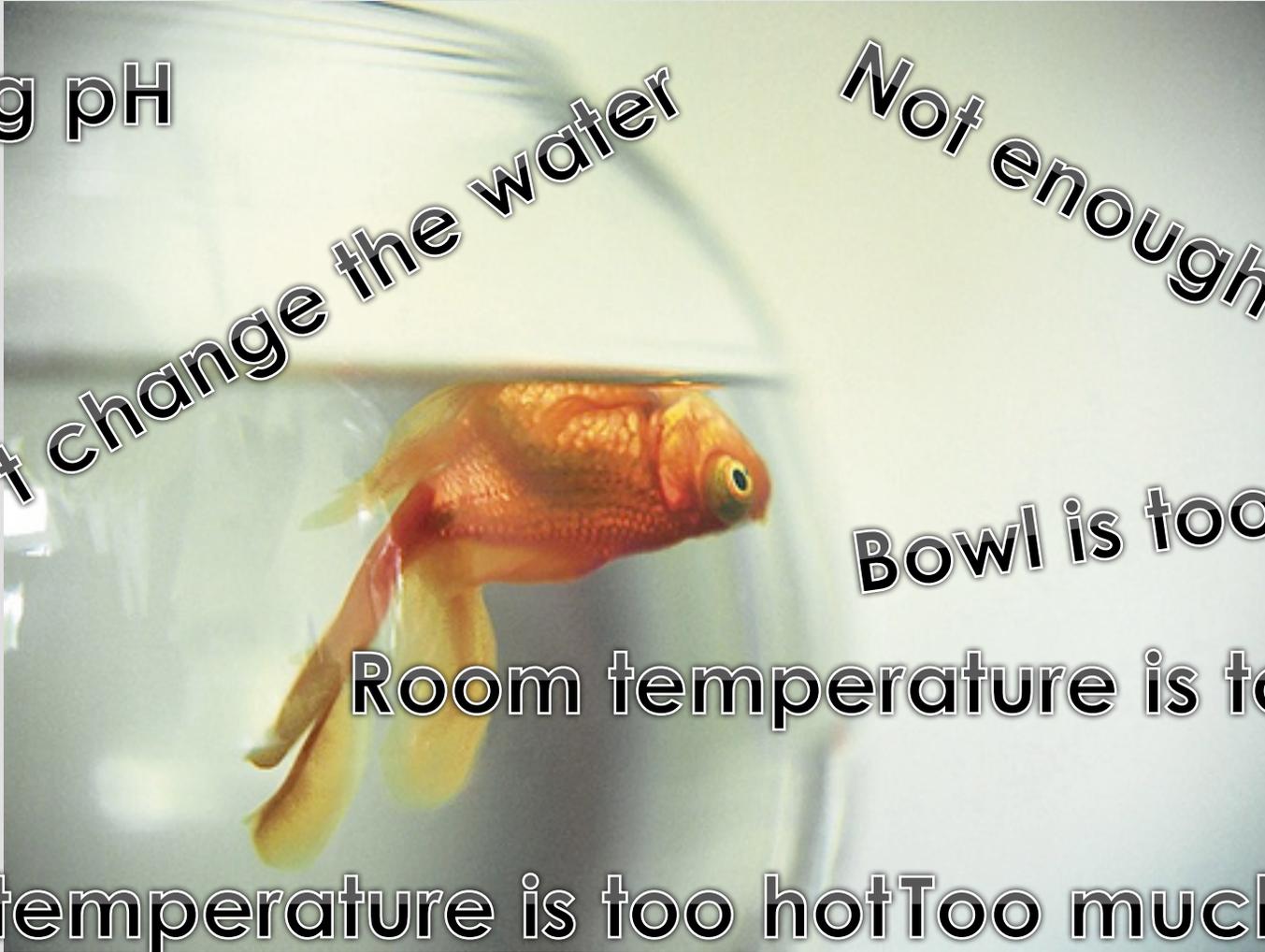
Didn't change the water

Not enough food

Bowl is too small

Room temperature is too cold

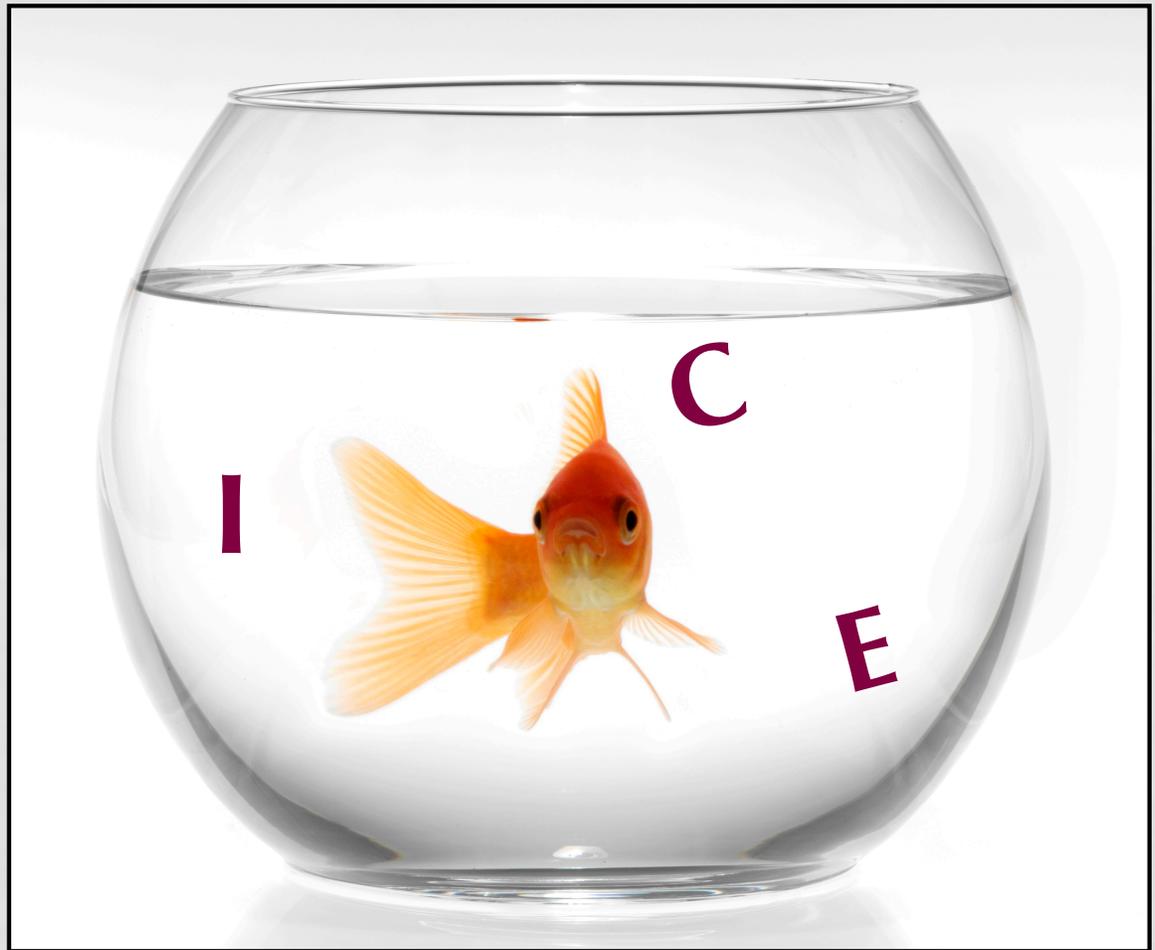
Room temperature is too hot Too much food



DON'T BLAME THE FISH!

Focus on “the water” -

- Instruction
- Curriculum
- Environment



ICEL

I – Instruction

C – Curriculum

E – Environment

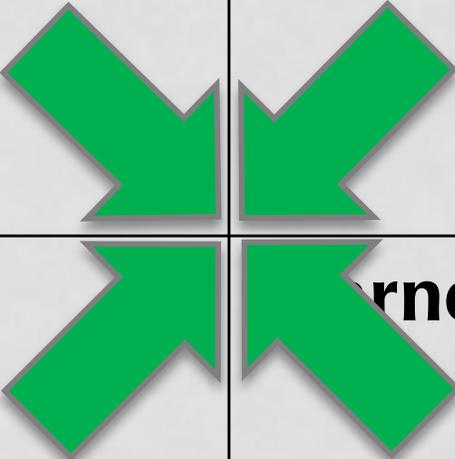
L – Learner

LICE = FIXED MINDSET



STUDENT LEARNING

<p>Instruction:</p> <p><i>How</i> you teach</p>	<p>Curriculum:</p> <p><i>What</i> you teach</p>
<p>Environment:</p> <p><i>Where</i> you teach</p>	<p>Teacher:</p> <p><i>Who</i> you teach</p>



We can control the *how*, *what*, and *where*.

We don't have much control over the *who*.

WHAT IMPACTS STUDENT ACHIEVEMENT?

Effective <i>teaching</i> variables	Effect size	<i>Other variables</i>	Effect size
Formative Evaluation	+0.90	Socioeconomic Status	+0.52
Comprehensive interventions for students with LD	+0.77	Parental Involvement	+0.49
Teacher Clarity	+0.75	Computer based instruction	+0.37
Feedback	+0.75	Homework	+0.29
Teacher-Student Relationships	+0.72	Teaching Test Taking	+0.27
Problem Solving Teaching	+0.61	Family Structure	+0.17
Direct Instruction	+0.59	Retention	-0.13

John Hattie, *Visible Learning for Literacy*, 2016

WHEN IT COMES TO INTERVENTIONS...

*“It is clear that the program is less important than **how it is delivered**, with the most impressive gains associated with more intensity and an **explicit, systematic** delivery”*

Fletcher & colleagues, 2007

INSTRUCTION

Instruction:

?

Curriculum:

?

Environment:

?

Learner:

?

INSTRUCTION: EXAMPLES

Targets for Intervention

Who knows...

Explicitness

I do, we do,
y'all do, you do

1-2 OTR's/min

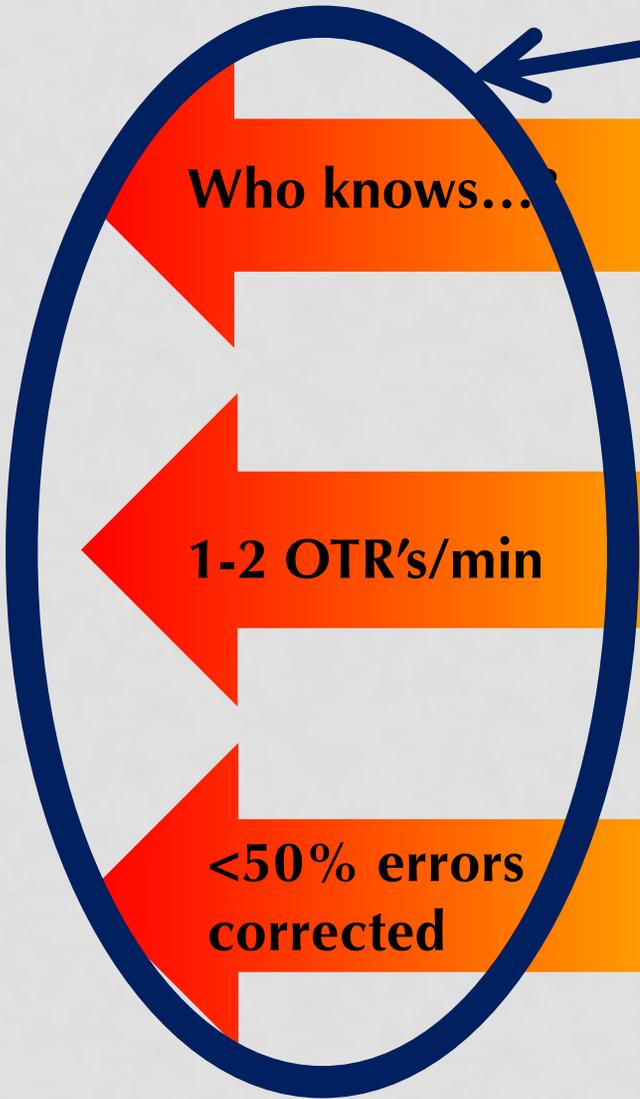
Pacing

8-12 OTR's/min

<50% errors
corrected

Corrective Feedback

95-100% errors
corrected



OPPORTUNITIES TO RESPOND

- ❖ **Opportunities to Respond** - the teacher provides students with opportunities to be engaged with the instruction by asking for regular student response to questions or statements.
- ❖ Students may respond with
 - ❖ gestures,
 - ❖ actions, or
 - ❖ verbally and may do so either chorally or individually.
- ❖ This helps students to maintain engagement with the content and increases success.

PROVIDING SUFFICIENT OPPORTUNITIES TO RESPOND

- ❖ Elementary teachers (reading and mathematics instruction combined) averaged 0.68 OTRs per minute (1 every 1.4 min);
- ❖ Middle school teachers average 0.65 OTRs a minute (1 every 1.54 minutes);
- ❖ High school teachers averaged 0.47 OTRs a minute (1 every 2.13 minutes). Math teachers had a slightly higher rate of OTRs than reading teachers.

PROVIDING SUFFICIENT OPPORTUNITIES TO RESPOND

- ❖ Recent research suggests teachers need to provide 3 OTRs per minute for general education students.
- ❖ Other researchers have suggested that the optimal rate may be 4 to 6 responses per minute for new material and 8 to 12 OTRs for material being reviewed.

Todd Whitney et al., Preventing School Failure, 2015

ACCOMMODATIONS AND MODIFICATIONS TO INSTRUCTION

- ❖ Direct instruction
 - ❖ 1:1 or small group instruction
- ❖ Provide both written and verbal directions
- ❖ Use diagrams, graphics and pictures to augment what they say in words
- ❖ Follow-up with student for comprehension of task
- ❖ Break learning into small steps

ACCOMMODATIONS AND MODIFICATIONS TO INSTRUCTION

- ❖ Provide extra time to process oral information and directions
- ❖ Pre-correct for known behaviors
- ❖ Pair the student with a study buddy or learning partner who is an exemplary student.

CURRICULUM

Instruction:

?

Curriculum:

?

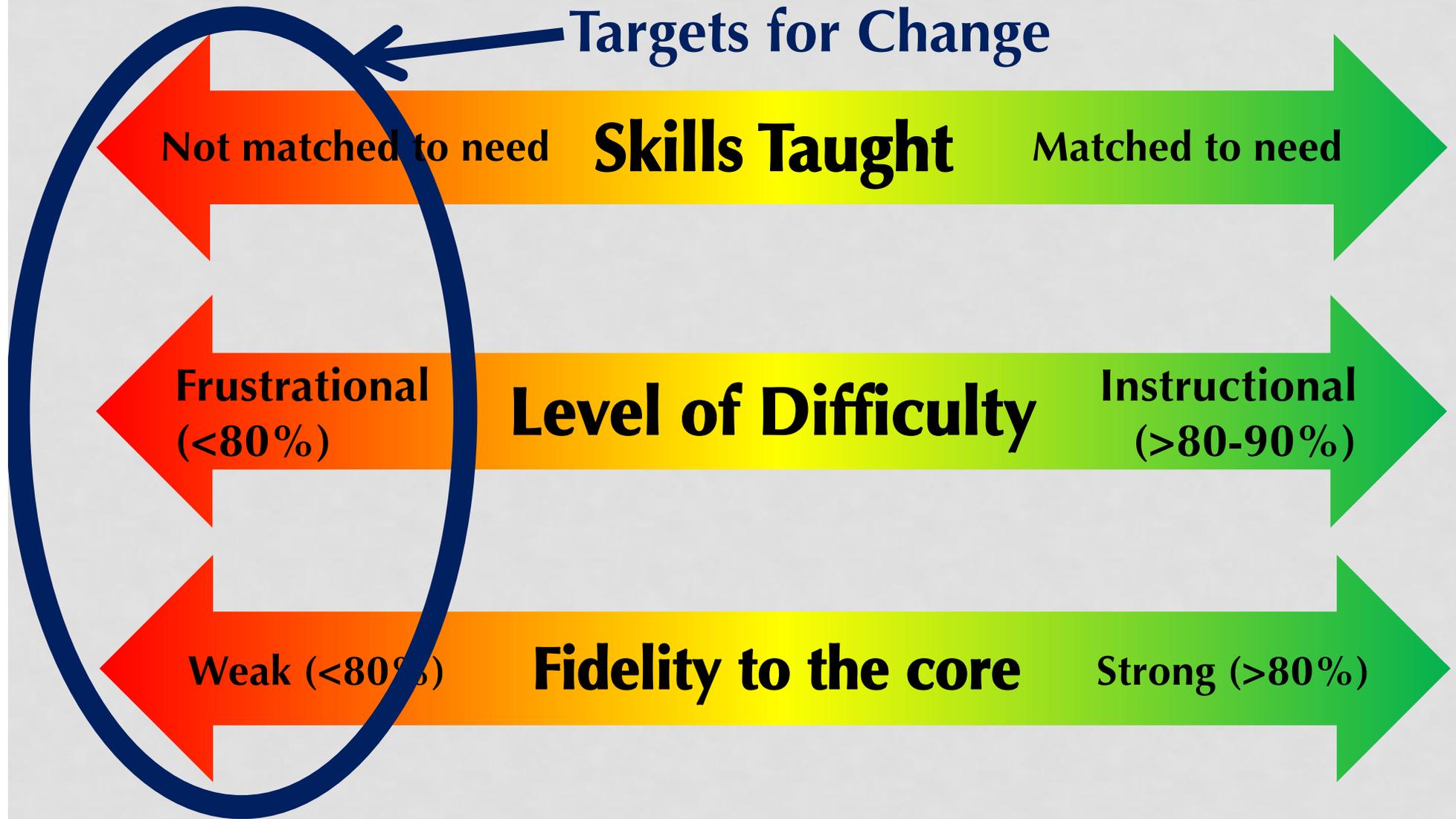
Environment:

?

Learner:

?

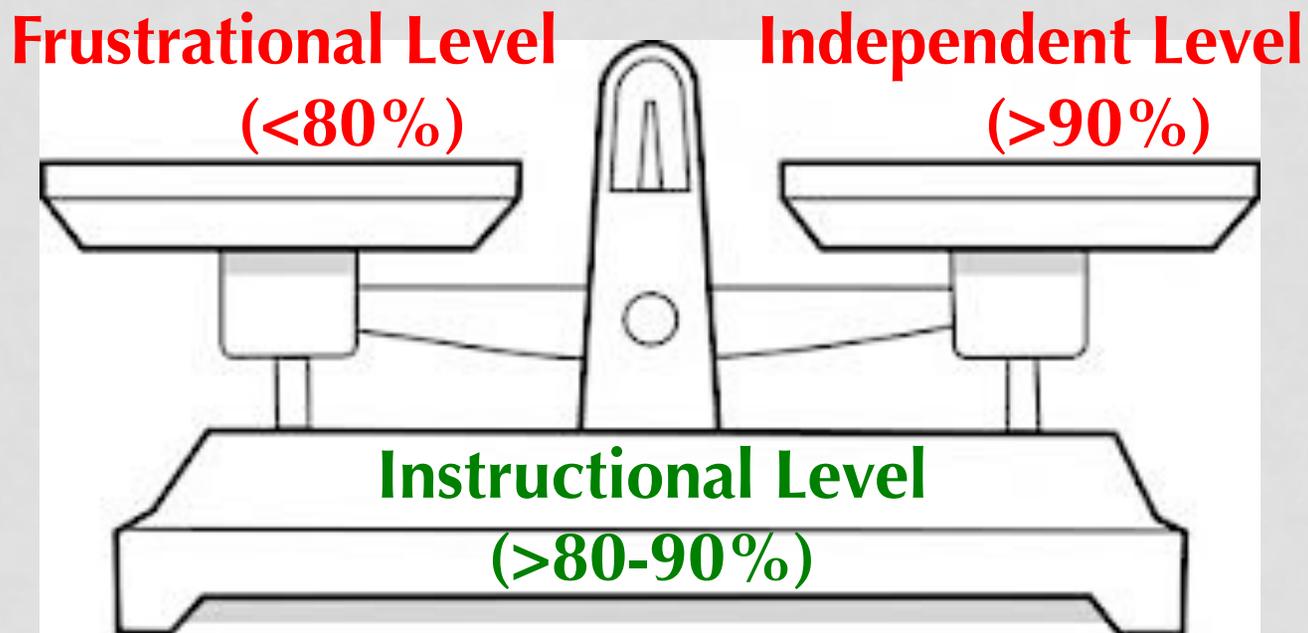
CURRICULUM: EXAMPLES



EVALUATING CURRICULUM

1. Is it matched to the student's **skill need**?
2. Is it at the right **difficulty level** for the student to learn (accuracy)?
3. Is it being delivered with **fidelity**?

RIGHT DIFFICULTY LEVEL?



*Core instruction
(small group)*

Intervention

ACCOMMODATIONS AND MODIFICATIONS TO CURRICULUM

- ❖ Shorten or reduce assignments
- ❖ More time to complete a task or a test
- ❖ Take a test in several timed sessions or over several days
- ❖ Take a test at a specific time of day

ENVIRONMENT

Instruction:

?

Curriculum:

?

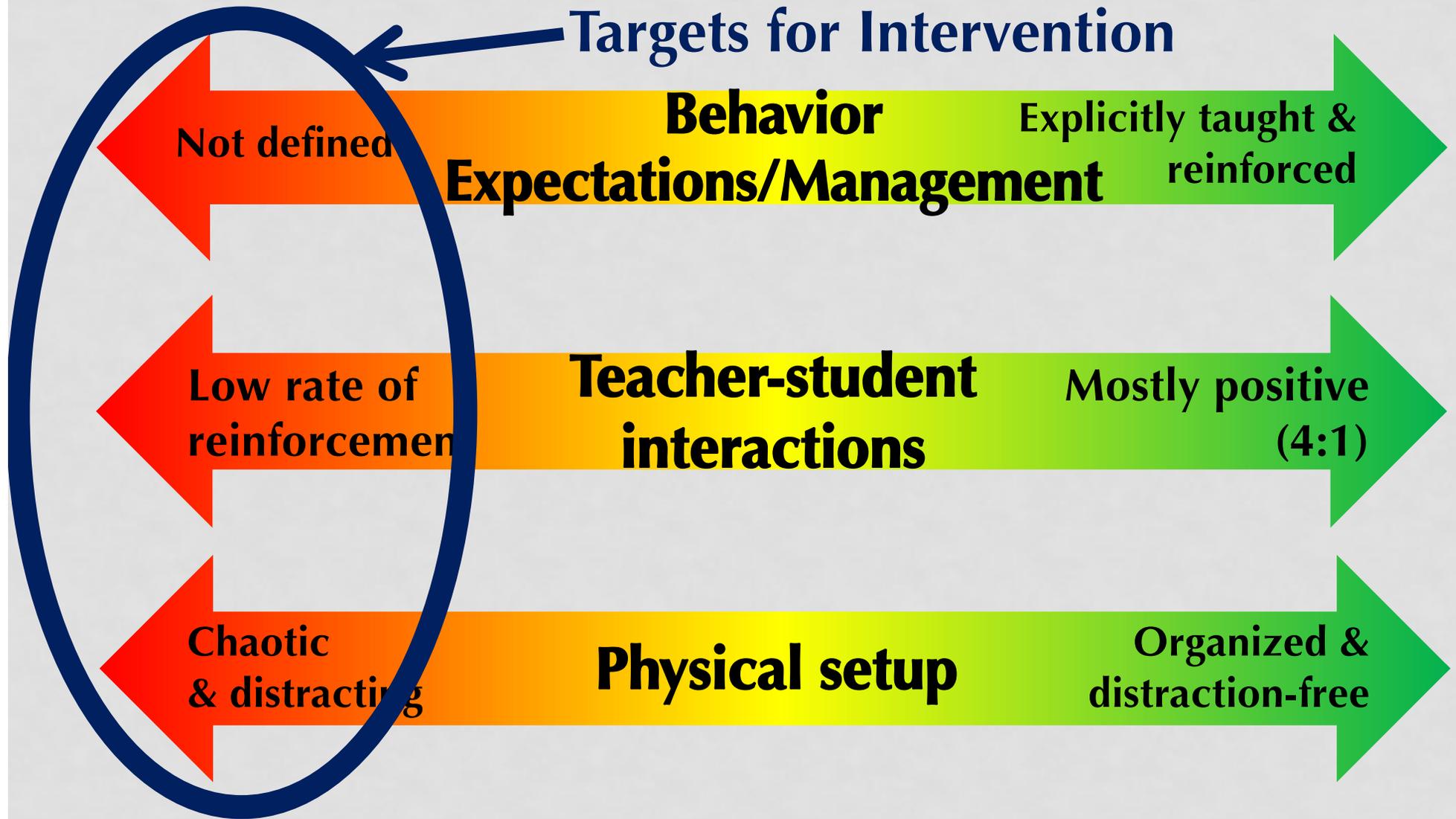
Environment:

?

Learner:

?

ENVIRONMENT: EXAMPLES



EVALUATING ENVIRONMENT

1. Is the **physical setup** of the instruction area conducive to learning?
1. Does the **behavior management system** support student learning?
2. Is there a positive **student-teacher relationship**?
3. Is the student's **culture** honored and valued?

ENVIRONMENT

- ❖ Are the expectations posted, clear, and reviewed?
 - ❖ Are expectations followed through?
- ❖ Are students receiving enough reinforcement (at least 4:1 positive ratio)?
- ❖ Is active supervision being used?
- ❖ Are we inclusive of all our students and provide opportunities for students to share their experiences?

WHAT IS ACTIVE SUPERVISION?

Monitoring procedure that uses 3 components

1. Moving
2. Scanning
3. Interacting Frequently

(DePry & Sugai, 2002)

ACCOMMODATIONS AND MODIFICATIONS TO ENVIRONMENT

- ❖ Desk in preferred location
 - ❖ Front to see better, away from distractions, away from preferred or non-preferred peers
- ❖ Access to breaks when over stimulated
- ❖ Work or take a test in a different setting, such as a quiet room with few distractions
- ❖ Take a test in small group setting

TEACHERS CONCERNS

- ❖ One of the common concerns instructors have about accommodations is whether they will change the nature of the course they are teaching.
- ❖ However, accommodations are designed to give all students equal access to learning in the classroom.
- ❖ When planning your course, consider the following questions...

UNIVERSAL DESIGN PRACTICES

- ❖ What is the purpose of the course?
- ❖ What methods of instruction are absolutely necessary? Why?
- ❖ What outcomes are absolutely required of all students? Why?
- ❖ What methods of assessing student outcomes are absolutely necessary? Why?
- ❖ What are acceptable levels of performance on these student outcome measures?

UNDERSTANDING PROBLEM BEHAVIOR

OVERVIEW

- ❖ Why students engage in problem behavior
- ❖ Main functions/motivations of problem behavior
- ❖ The difference between attention maintained and escape maintained behavior
- ❖ The role of the teacher



WHY DO THEY DO IT?

- ❖ Problem behavior is usually a learned behavior that serves a purpose for the child (it gets them what they want)
- ❖ Behavior is related to specific antecedents (what happens before the behavior) and consequences (what happens after the behavior) in the environment.
- ❖ Understanding a child's behavior = determining what the "function" or "reinforcer" for the behavior is

REASONS STUDENT COMMONLY MISBEHAVE

- ❖ Student(s) don't know expectations
- ❖ Student(s) don't know how to exhibit expected behavior
- ❖ Student is unaware he/she is engaged in the misbehavior
- ❖ Misbehavior is providing student with desired outcome:
 - ❖ Obtaining attention from adults/peers
 - ❖ Escape from difficult task or non-desired activity

GREEN
ZONE

YELLOW
&
RED
ZONE

UNDERSTANDING CHRONIC MISBEHAVIOR

- ❖ If a student repeatedly engages in a **problem behavior**, he/she is most likely doing it for a reason, because it is paying off for the student
 - ❖ The behavior is Functional or serves a purpose
- ❖ Behavior is a form of **communication**, **unfortunately** some students learn that Problem Behavior is the best way for them to get their needs met

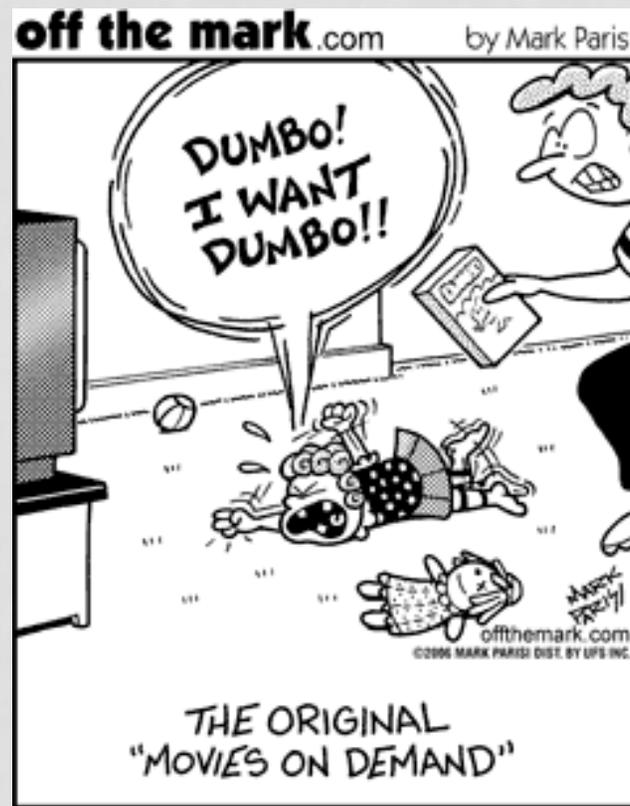
WHY DO THEY DO IT?

- ❖ The relevant antecedents or consequences often involve the behavior of others (e.g., reactions to the problem behavior).



BEHAVIORS = COMMUNICATION

- ❖ All behaviors (adaptive or maladaptive) are a form of communication. The question is, what are our children communicating when they engage in problem behavior?



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GUIDANCE COUNSELOR



search ID: aba0470

“Just because everyone applauded when you dropped your lunch tray in the cafeteria, doesn’t mean that you should pursue a career in show business.”

UNDERSTANDING BEHAVIOR

❖ Antecedent → Behavior → Consequence

❖ Antecedents:

- ❖ Occur immediately *before* a behavior
- ❖ Potential “triggers” for problem behavior
- ❖ Can affect the frequency and intensity of behavior
- ❖ Examples:
 - ❖ Difficult or ‘excessive’ tasks
 - ❖ Denial of desired items or activities

UNDERSTANDING BEHAVIOR

Antecedent → Behavior → Consequence

❖ Consequences:

- ❖ Occur immediately *after* a behavior
- ❖ What the behavior “gets them” - reaction, items, etc.
- ❖ Affect the likelihood of the behavior occurring again in the future
- ❖ Examples:
 - ❖ Attention in the form of stern looks or reprimands
 - ❖ Removal of difficult tasks

COMMON FUNCTIONS OF PROBLEM BEHAVIOR

- ❖ Obtain or avoid attention
 - ❖ Peer
 - ❖ Adult
- ❖ Escape/avoid a task/activity
- ❖ Access/obtain an item
- ❖ Sensory stimulation (we won't focus on this one today)

Functions of Problem Behavior

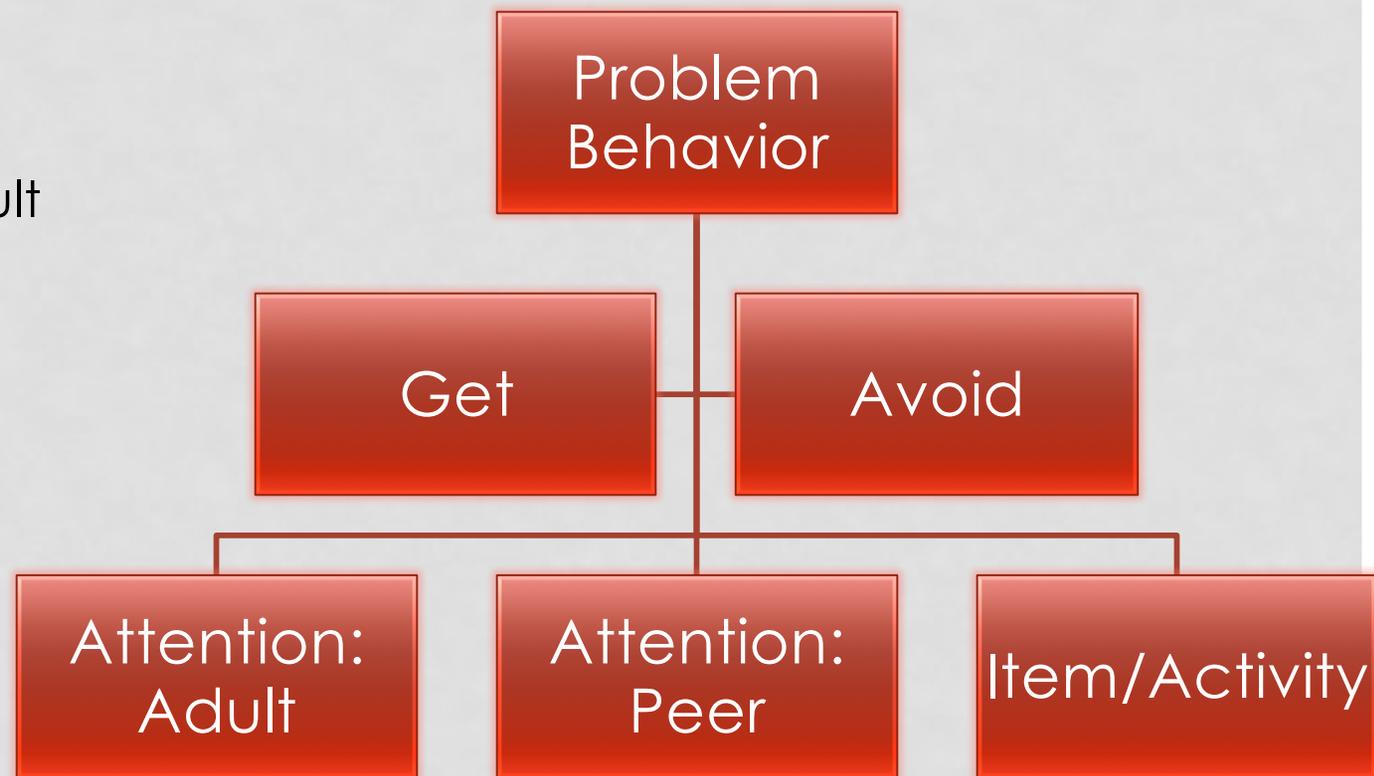
Common Functions:

❖ Get

- ❖ Peer attention, adult attention, desired activity, desired object, sensory stimulation

❖ Avoid

- ❖ Difficult task, boring task, easy task, physical demand, non-preferred activity, peer, staff



COMMON FUNCTIONS OF PROBLEM BEHAVIOR

❖ **Attention!**

- ❖ Students are quick to learn that engaging in problem behavior can get them a lot of attention!
- ❖ Remember- any form of attention can be desirable to the child- even stern looks, reprimands, and arguments!
- ❖ “There’s no such thing as bad press.”

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**"Hey look at me!
I'm attention seeking!"**

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search ID: dsn0070

"Look at me, daddy! Look at me, look at me, look at me!"

COMMON FUNCTIONS OF PROBLEM BEHAVIOR

- ❖ **Escape** or **avoid** things they don't like
 - ❖ Children are quick to realize that misbehavior will result in getting them out of things they don't like
 - ❖ This may happen when a child is placed at a desk with work, asked to write on the board, is told it's time to read aloud, or is in the presence of aversive events (loud environments, close proximity to others, etc.)

I DON'T WANT TO GO TO
SCHOOL! I HATE SCHOOL!
I'D RATHER DO **ANYTHING**
THAN GO TO SCHOOL!



EXAMPLE TIME

LEARNING & $A \rightarrow B \rightarrow C$
WHAT DID THE STUDENT LEARN?

A	B	C
Student is asked to do a math problem in front of the class		

LEARNING & $A \rightarrow B \rightarrow C$
WHAT DID THE STUDENT LEARN?

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	

LEARNING & $A \rightarrow B \rightarrow C$

WHAT DID THE STUDENT LEARN?

A	B	C
Student is asked to do a math problem in front of the class by Mr. Brown	 <p>Student is asked to do a math problem in front of the class by Mr. Brown</p>	Peers laugh at student and one says aloud, "that one is so easy" Bad Outcome for Student

STUDENT W/ PROBLEM BEHAVIOR



Jimi has Learned that:

When (A) asked to do a difficult math problem on the board in front of his class by his math teacher, if he

(B)ehavior, tries his best and can't do the problem

The out(C)ome is: he gets made fun of by his peers, called stupid and laughed at

Negative OutCome (Punisher) = DECREASE of **Desired Behavior** in that situation in the future

LEARNING & A → B → C

A	B	C
Student is asked to do a math problem in front of the class	Student is asked to do a math problem at the board but struggles	Peers laugh at student and one says aloud, "that one is so easy" Punishing Consequence
NEXT DAY		
Student is asked to do a math problem in front of the class	Student: <ul style="list-style-type: none">-Hits peer-Calls teacher name or-Disrupts	Teacher calls on someone else & sends student out TASK & Failure AVOIDED!!!

STUDENT W/ PROBLEM BEHAVIOR



Jimi has **Learned** through repeated experiences, that when (A) asked to do math problems (dbl digit multiplication or division) at his desk or on the board in front of his class, if he (B), calls the teacher names, refuses work or throws his paper on the ground, the out(C)ome is he gets sent to the back of the room and avoids the difficult math problem & embarrassment of failing in front of his peers.

*Function = **Problem Behavior** helps Student **AVOID** task.

WHAT IS THE PAY OFF?

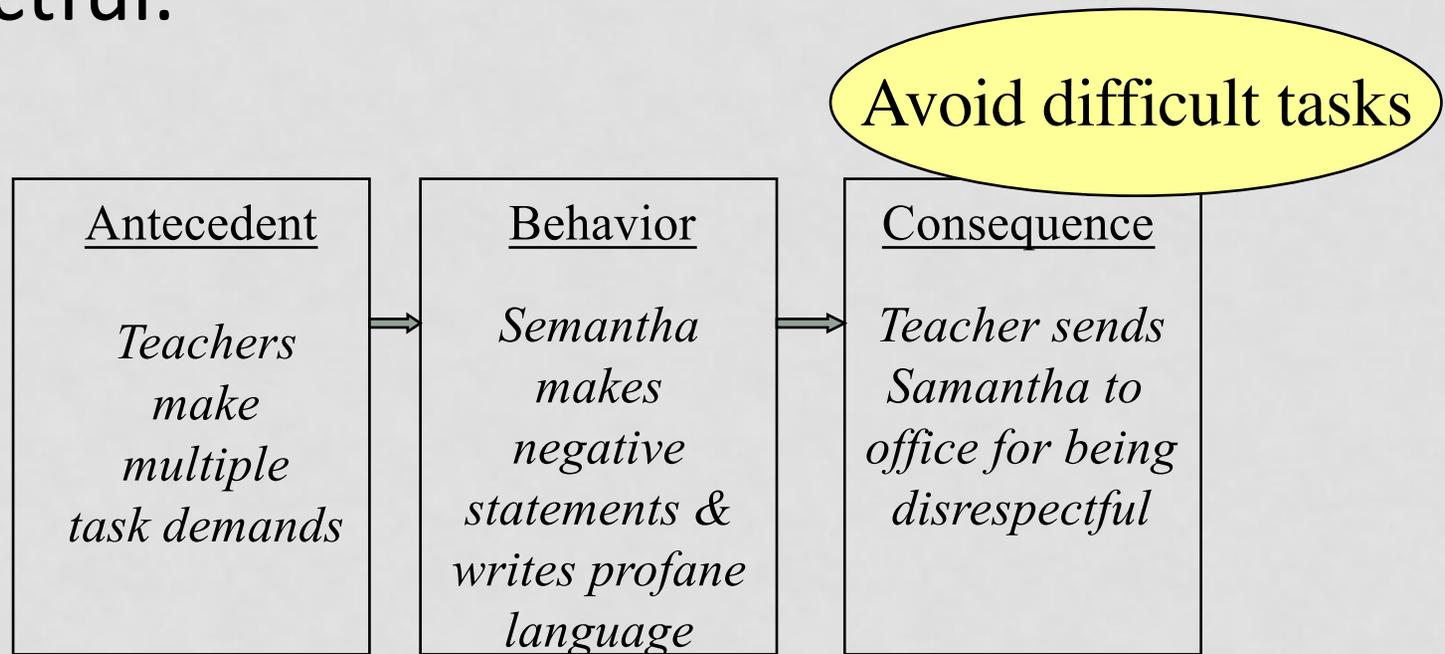
- ❖ We need to understand behavior from the student perspective...
- ❖ What is the student gaining (or trying to get) from engaging in this behavior
- ❖ What is the most important thing that the student is **gaining** or **avoiding** by using this behavior

BEHAVIOR IS FUNCTIONAL, NOT GOOD OR BAD

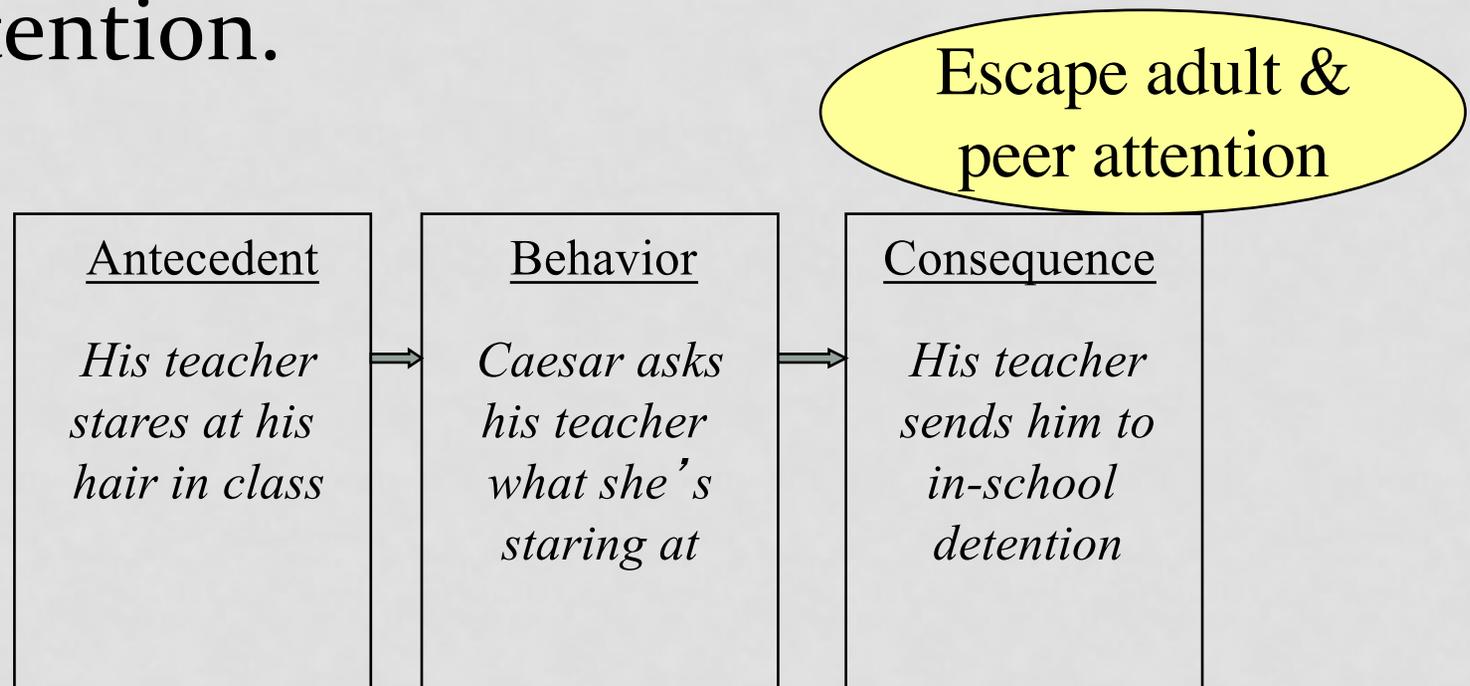
- ❖ Functional = it pays off for the student in some way... so they do it again
- ❖ We may see the behavior as being “good” or “bad” , but the student does it because it is effective, it pays off for them

CLASSROOM SCENARIOS

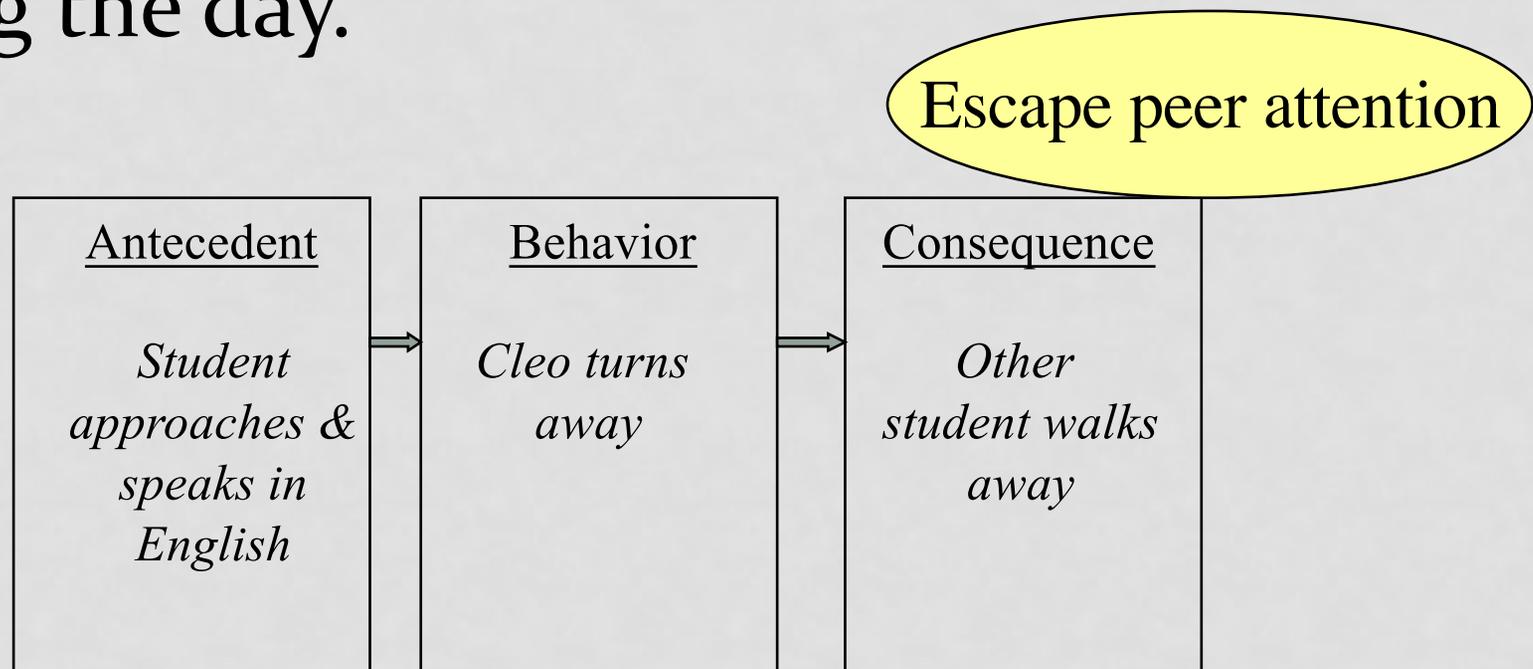
When Samantha's teachers present her with multiple task demands, she makes negative statements & writes profane language on her assignments. Teaching staff typically send her to the office with a discipline referral for being disrespectful.



Caesar has dyed his hair three colors & is teased several times by his friends before class. When he enters the class, his teacher stares at his hair. Caesar immediately says “what are you staring at?” His teacher immediately sends him to in-school detention.

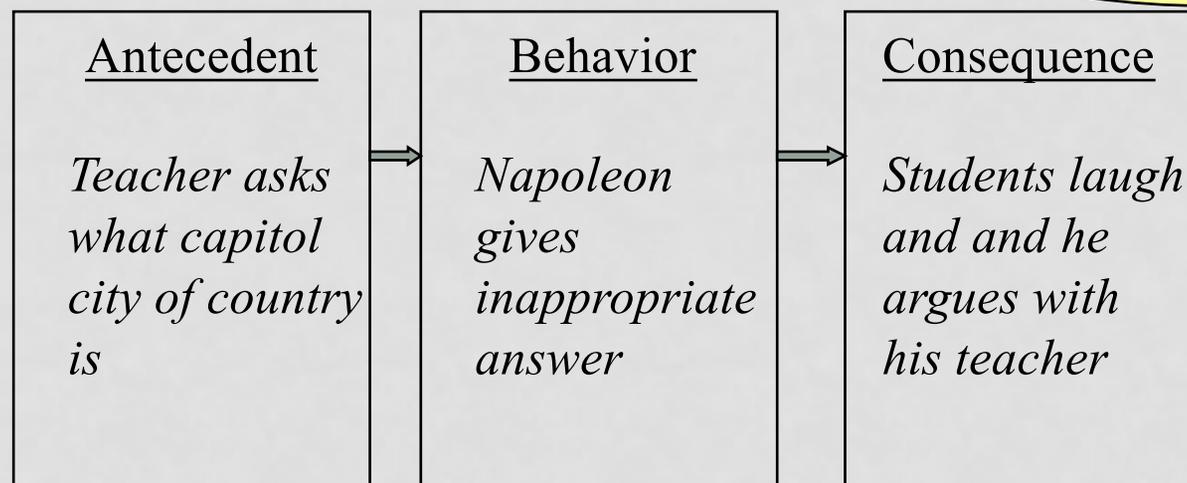


Cleo is new to the 6th grade, & English is her second language. When another student approaches & says something to her in English, Cleo turns away. The other student walks away. This happens several times during the day.



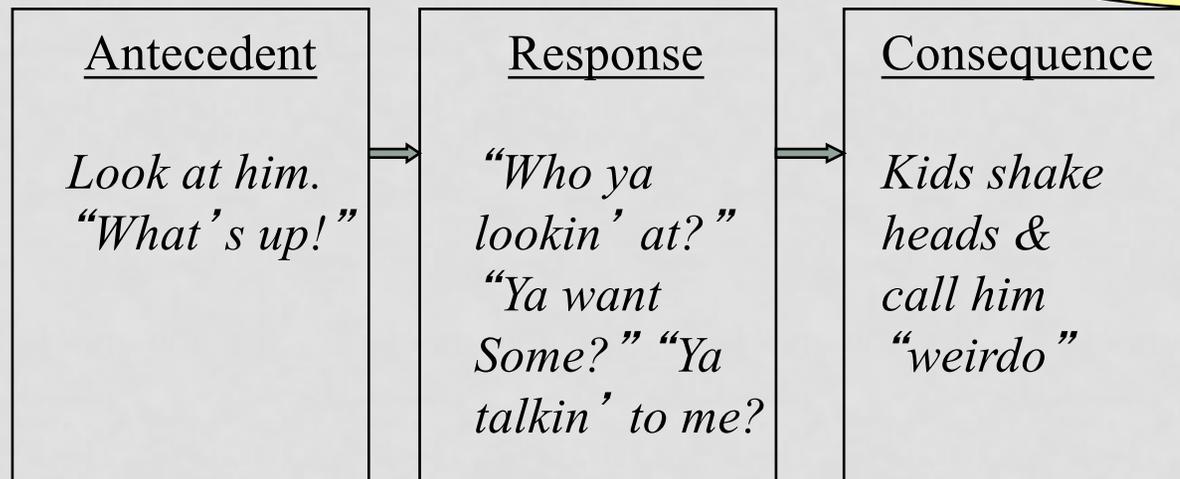
When his teacher asks him what the capitol city of a country is, Napoleon gives an inappropriate answer. His classmates laugh and his teacher gets upset. Napoleon and his teacher argue about whether he was trying to answer the question.

Access peer & adult attention



As Manny is walking, other kids look at him & say “what’s up?” He looks back and says: “Who ya lookin’ at?!” “Ya want some of this?!” “Ya talkin’ to me?!” Kids shake their heads & call him “weirdo.”

Access peer attention



WHAT DOES THIS MEAN FOR
YOU?

TEACHERS ROLE

- ❖ Think through **WHY** the behavior is occurring.
 - ❖ Try to adjust the environment to make students access the desired reinforcer in an appropriate way.
- ❖ Be consistent
 - ❖ Consistency and predictability help!
- ❖ **DO NOT ENGAGE IN POWER STRUGGLES**
 - ❖ You are usually giving the student exactly what they want.
- ❖ Be accurate with Behavior Incident Forms (Office Discipline Referrals)